

Project Title	Funding	Strategic Plan Objective	Institution
Related services intervention for expressive and receptive language skills in autism spectrum disorder and in cognitive impairment	\$0	Q4.L.D	Vanderbilt University
Handheld Technology for Speech Development in Students with Autism spectrum Disorders	\$0	Q4.L.D	HandHold Adaptive, LLC
Parent-implemented social-pragmatic communication intervention for young children with developmental disabilities	\$0	Q4.L.D	Illinois State University
Efficacy of a parent-mediated intervention for one-year-olds at risk for autism	\$0	Q4.L.D	University of North Carolina
Cognitive behavioral therapy for core autism symptoms in school-age children	\$0	Q4.L.D	University of California, Los Angeles
Efficacy of the home TEACCHing program for toddlers with autism	\$0	Q4.L.D	University of North Carolina
Growing Up Aware: A parent-based sexuality intervention for children with autism spectrum disorders	\$0	Q4.S.H	Columbia University
Anxiety treatment for children with autism and intellectual disability	\$0	Q4.S.A	University of California, Los Angeles
Hybrid social communication intervention for children with ASD: Sibling mediation and video modeling	\$0	Q4.Other	Portland State University
Behavioral and neural underpinnings of learning in autism predict response to intervention	\$0	Q4.S.F	Weill Cornell Medical College
Comprehensive parent-mediated intervention for children with autism in southern Taiwan	\$0	Q4.S.D	Johns Hopkins University
A randomized clinical trial of cognitive enhancement therapy for adults with autism spectrum disorders	\$0	Q4.S.F	University of Pittsburgh
Increasing variability of verbal initiations through the responses of conversation patterns	\$0	Q4.Other	Texas Christian University
PASS: Parent-mediated intervention for autism spectrum disorders (ASD) in South Asia	\$0	Q4.S.D	University of Liverpool
Identifying markers for treatment response to cognitive training in autism spectrum disorders	\$0	Q4.S.F	University of California, Davis
Tailored behavioral intervention for insomnia in children with autism spectrum disorders	\$0	Q4.S.H	University of Pennsylvania
Effects of incidental teaching on expressive language of school age children with ASD who use AAC	\$0	Q4.L.D	Pennsylvania State University
EPC Systematic Review: Autism Spectrum Disorders - Update	\$0	Q4.Other	Vanderbilt EPC
A comparison of three methods for identifying reinforcers for children with autism	\$899	Q4.S.D	New England Center for Children
Assessing Preference and Reinforcer Efficacy of Social Consequences	\$899	Q4.S.D	New England Center for Children
Comparison of DRA and DNRA as Treatment for Problem Behavior Maintained by Escape from Social Demands	\$899	Q4.S.H	New England Center for Children
Reinforcer effectiveness of healthy food	\$899	Q4.S.C	New England Center for Children

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A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities	\$899	Q4.S.C	New England Center for Children
Using Differential Reinforcement for Independent Responding	\$899	Q4.S.C	New England Center for Children
Displacement and underevaluation of healthful foods by snack foods in preference assessments and surveys	\$899	Q4.S.C	New England Center for Children
A comparison of BST and enhanced instruction training for conducting reinforcer assessments	\$899	Q4.Other	New England Center for Children
Conditioning of Verbal Praise	\$899	Q4.Other	New England Center for Children
Evaluating the use of alternative reinforcers and a work contingency for problem behavior maintained by tangible reinforcement	\$1,143	Q4.S.H	New England Center for Children
Comparing the effects of DRO & DRL schedules on problem behavior	\$1,143	Q4.S.H	New England Center for Children
Evaluating direct and indirect reinforcement contingencies in children with autism	\$1,143	Q4.Other	New England Center for Children
Use of a multiple schedule to treat perseverative behavior	\$1,143	Q4.Other	New England Center for Children
Strategies to increase cooperation during transitions: A evaluation of student preference	\$1,750	Q4.L.D	New England Center for Children
Multiple Mands and the Resurgence of Behavior	\$1,750	Q4.S.C	New England Center for Children
Preference for precommitment choice in children with autism	\$1,750	Q4.S.C	New England Center for Children
Using matrix training to promote generalization of waiting	\$1,750	Q4.S.C	New England Center for Children
Using matrix training to promote generalization of foundational skills	\$1,750	Q4.S.C	New England Center for Children
Teaching a generalized repertoire of helping	\$1,750	Q4.S.C	New England Center for Children
Contingency analysis of observing and attending in intellectual disabilities	\$1,750	Q4.S.C	New England Center for Children
An evaluation of behavior sampling procedures for event recording	\$2,217	Q4.S.C	New England Center for Children
Categories of Preference and Their Reinforcing Efficacy	\$2,217	Q4.S.C	New England Center for Children
Evaluating the effects of intermittent reinforcement during paired stimulus preference assessments	\$2,217	Q4.S.C	New England Center for Children
Evaluating the effects of isolated reinforcers on skill acquisition	\$2,217	Q4.S.C	New England Center for Children
An evaluation of outcomes for brief and extended response restriction preference assessments	\$2,595	Q4.S.C	New England Center for Children
Increasing variability in play in children with autism	\$2,595	Q4.S.C	New England Center for Children
Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders	\$2,716	Q4.S.D	New England Center for Children

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Teaching social referencing to children with autism spectrum disorders	\$2,716	Q4.S.D	New England Center for Children
Teaching Joint Attention Using Social vs Edible Reinforcers and Assessing Changes in Affect	\$2,716	Q4.S.C	New England Center for Children
Teaching Social Orienting in Children with Autism	\$2,716	Q4.S.C	New England Center for Children
Teaching One Step Imitation Actions to Children with Autism Using Matrix Training	\$2,716	Q4.S.C	New England Center for Children
Undergraduate Research Award	\$3,000	Q4.L.D	University of Notre Dame
Can a DRA without Extinction decrease inappropriate food consumption and maintain its effects following a delay to reinforcement?	\$4,135	Q4.S.H	New England Center for Children
Determining reinforcer efficacy using demand curves& progressive ratio break points	\$4,135	Q4.S.C	New England Center for Children
Use of a visual imagining procedure to teach remembering	\$4,135	Q4.S.C	New England Center for Children
An analysis of peer attention in maintaining problem behavior in children with autism	\$4,135	Q4.S.C	New England Center for Children
Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior	\$4,159	Q4.S.H	New England Center for Children
An evaluation of procedures for decreasing automatically reinforced problem behavior	\$4,159	Q4.S.H	New England Center for Children
Relative efficacy of two NCR treatments for reducing escape-maintained problem behavior	\$4,159	Q4.S.H	New England Center for Children
A comparison of the effects of indirect assessments and demand assessments on functional analysis outcomes	\$4,159	Q4.S.C	New England Center for Children
Identifying reinforcers for use in the treatment of automatically reinforced behavior	\$4,159	Q4.S.C	New England Center for Children
Assessing the utility of a transfer trial procedure for promoting skill acquisition	\$4,159	Q4.S.C	New England Center for Children
Identifying potential positive reinforcement contingencies during the functional analysis escape condition	\$4,159	Q4.S.C	New England Center for Children
A Comparison of Differential Reinforcement Schedules to Reduce Automatically Maintained Stereotypy	\$4,159	Q4.S.C	New England Center for Children
Functional analysis & treatment of immediate echolalia	\$4,159	Q4.S.C	New England Center for Children
Combined-category preference assessment: Do edible and leisure items displace attention?	\$4,159	Q4.S.C	New England Center for Children
A Functional Analysis of Joint Attention	\$6,815	Q4.S.C	New England Center for Children
Teaching complex skills using observational learning with video modeling to children diagnosed with autism	\$6,815	Q4.S.C	New England Center for Children
Training DRA in different contexts to lower resistance to extinction of disruptive behavior	\$6,815	Q4.S.C	New England Center for Children

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From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training	\$6,815	Q4.S.C	New England Center for Children
Teaching Verbal Behavior: A Response Prompt Evaluation	\$6,815	Q4.S.C	New England Center for Children
Comparison of momentary time sampling methods within a practical setting	\$6,815	Q4.S.C	New England Center for Children
Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions	\$6,815	Q4.S.C	New England Center for Children
The Effects of Varying Procedural Integrity	\$6,815	Q4.S.C	New England Center for Children
A behavioral analysis of anxiety in children with autism	\$6,815	Q4.S.A	New England Center for Children
Increasing flexibility in children with autism	\$9,500	Q4.L.D	Center for Autism and Related Disorders (CARD)
Teaching children with autism to identify social saliency: Shifting attention	\$10,000	Q4.L.D	Center for Autism and Related Disorders (CARD)
Teaching children with autism self-monitoring skills	\$10,000	Q4.L.D	Center for Autism and Related Disorders (CARD)
Sleep education program for adolescents with autism spectrum disorders	\$10,000	Q4.S.A	Vanderbilt University
Teaching children with autism to identify others' knowledge	\$15,000	Q4.L.D	Center for Autism and Related Disorders (CARD)
Teaching children with autism to deal with jealousy constructively	\$20,000	Q4.L.D	Center for Autism and Related Disorders (CARD)
A peer-facilitated, multi-component social skills intervention for adolescents with ASD	\$20,000	Q4.L.D	University of California, Santa Barbara
An evaluation of a behaviorally based social skills group for young children diagnosed with autism	\$20,000	Q4.L.D	Autism Partnership Foundation
Sensory Over Responsivity & Anxiety in Youth with Autism	\$25,658	Q4.S.C	University of California, Los Angeles
Using Growth Trajectories To Predict Distal Outcomes in Parent-Implemented Intervention for Toddlers	\$29,500	Q4.L.D	Florida State University
An evaluation of two emergency procedures to treat severe escape behavior	\$29,500	Q4.S.H	University of Florida
Durability of Neuroplasticity Changes from Cognitive Enhancement Therapy	\$29,700	Q4.S.C	University of Pittsburgh
The use of eye-tracking as an outcome measure for an innovative early social intervention for ASD	\$29,972	Q4.Other	University of California, Santa Barbara
Efficacy of Parent-Child Interaction Therapy with ASD	\$30,000	Q4.S.C	University of Pittsburgh
Psychiatric Crisis among Youth and Transition-age Adults with Autism Spectrum Disorder	\$30,000	Q4.S.H	HUGO W. MOSER RESEARCH INSTITUTE KENNEDY KRIEGER
Parent training to reduce the elopement of children with ASD at home and in the community	\$30,000	Q4.S.H	University of Rochester
Teaching children with autism to respond to subtle social cues: Desires	\$32,000	Q4.L.D	Center for Autism and Related Disorders (CARD)

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Validity of the CARD Indirect Functional Analysis.	\$32,000	Q4.S.C	Center for Autism and Related Disorders (CARD)
Evaluation of group-based implementation of applied behavior analysis	\$38,500	Q4.L.D	Center for Autism and Related Disorders (CARD)
Improving Cost Effectiveness Through Parent Training	\$38,500	Q4.L.D	Center for Autism and Related Disorders (CARD)
Teaching children with autism to detect deception	\$40,000	Q4.L.D	Center for Autism and Related Disorders (CARD)
Studying and Improving Social Learning in Toddlers with ASD Using Interactive Eye Tracking	\$51,352	Q4.Other	Yale University
Which placement for which child? Moderators of outcome in an urban early intervention system	\$74,990	Q4.L.D	University of Pennsylvania
(SDAS) Peer-victimization of Adolescents with ASD: Filling the Knowledge Gaps to Create Anti-bullying Interventions	\$100,000	Q4.Other	University of California, San Francisco
Prosodic and pragmatic training in highly verbal children with autism	\$100,000	Q4.Other	Harvard University
Brain Imaging Markers of Response to Intervention in Toddlers with Autism	\$141,759	Q4.S.F	University of North Carolina
Training Community Providers to Implement an Evidence-Based Early Intervention Program	\$149,733	Q4.Other	University of California, Davis
Effects of self-generated experiences on social cognitive development in young children with autism	\$149,998	Q4.S.F	Kennedy Krieger Institute
2/3 Treatment of Anxiety in Autism Spectrum Disorder	\$158,738	Q4.S.A	UNIVERSITY OF SOUTH FLORIDA
3/3 Treatment of anxiety in autism spectrum disorder	\$189,711	Q4.S.A	TEMPLE UNIV OF THE COMMONWEALTH
Parents Taking Action: A Parent Training Intervention for Latino Immigrant Families	\$196,215	Q4.L.D	University of Illinois
Atypical Effects of Reinforcement Procedures in ASD	\$203,513	Q4.Other	University of Massachusetts, Worcester
3/5-Randomized Trial of Parent Training for Young Children with Autism	\$217,449	Q4.S.D	UNIVERSITY OF ROCHESTER
1/3 Treatment of Anxiety in Autism Spectrum Disorder	\$223,685	Q4.S.A	University of California, Los Angeles
4/5-Randomized Trial of Parent Training for Young Children with Autism	\$226,275	Q4.S.D	Johns Hopkins University
1/2 Treatment of Feeding Problems in Children with Autism	\$229,121	Q4.S.A	University of Pittsburgh
2/2-Treatment of Feeding Problems in Children with Autism	\$229,662	Q4.S.A	UNIVERSITY OF ROCHESTER
Peers, play and performance to improve social interaction in autism	\$235,500	Q4.Other	Vanderbilt University
5/5-Randomized Trial of Parent Training for Young Children with Autism	\$236,223	Q4.S.D	University of Pittsburgh
Pivotal Response Treatment Package for Young Children with Autism	\$240,750	Q4.S.C	Stanford University

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1/5-Randomized Trial of Parent Training for Young Children with Autism	\$242,475	Q4.S.D	Emory University
2/5-Randomized Trial of Parent Training for Young Children with Autism	\$244,127	Q4.S.D	OHIO STATE UNIVERSITY
Improving Hospitalizations for Children with ASD: Testing the Cost and Clinical Efficacy of Integrated Behavioral Intervention	\$252,737	Q4.L.D	Vanderbilt University
Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD	\$257,569	Q4.S.D	University of California, Davis
Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD	\$263,768	Q4.S.D	University of Washington
Targeting joint engagement in infants at risk for ASD: Integrating treatment wit	\$274,972	Q4.L.B	University of California, Los Angeles
Parent Mediated Interventions in Autism: The Search for Meaningful Outcomes	\$298,282	Q4.L.D	University of Colorado, Denver
Comprehensive Communication Intervention for Minimally Verbal Children with Autism	\$299,922	Q4.S.G	Vanderbilt University
Peer-Mediated AAC Intervention for Children with Autism: Effects on Communication	\$308,485	Q4.S.G	University of Kansas
Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism	\$312,778	Q4.L.D	University of California, San Diego
Treatment of Autism Symptoms in Children (TASC): Initial RCT with Active Control	\$385,000	Q4.Other	University of California, Los Angeles
Project DATA: A multisite evaluation of a school-based model for preschoolers with autism	\$650,000	Q4.S.D	University of Oklahoma Health Sciences Center
Changing developmental trajectories through early treatment	\$652,271	Q4.L.D	Emory University
Efficacy of Parent-implemented Treatment in Infant Siblings of Children With ASD	\$662,190	Q4.L.B	Vanderbilt University
Evaluation of a comprehensive community-based intervention for toddlers with ASD	\$749,952	Q4.S.D	University of Oklahoma Health Sciences Center
Evaluating the efficacy of the school-based Social Competence Intervention for Adolescents (SCI-A) with high functioning autism	\$808,790	Q4.L.D	University of Missouri
Joint attention mediated learning intervention for toddlers with autism spectrum disorders and their families	\$888,227	Q4.S.D	Johns Hopkins University
Autism Intervention Research Network on Behavioral Health (AIR-B network)	\$1,000,000	Q4.S.D	University of California, Los Angeles
Efficacy of the Direct Instruction Language for Learning Program to Promote Expressive and Receptive Language in Children with Autism Spectrum Disorder	\$1,111,918	Q4.S.C	Emory University
Clinical Trial of a Comprehensive Treatment for High-Functioning Children with ASD	\$1,338,504	Q4.S.F	Canisius College

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Adaptive Interventions for Minimally Verbal Children with ASD in the Community	\$2,563,341	Q4.S.G	University of California, Los Angeles
Intervention effects of intensity and delivery style for toddlers with ASD	\$2,686,558	Q4.S.D	University of California, Davis

